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RECENT DISCUSSION OF UNIVERSITY QUESTIONS

THE TEACHING PROFESSION.—“To begin with, we must encourage the choicer spirits in our classes to train themselves for the vocation of teaching. There is an unfortunate sentiment often expressed nowadays, when university men, including professors, are gathered together, to the effect that we ought rather to discourage young men and women from entering our profession, just because conditions are said to be so untoward. People deem it unfair to the individual of superior mental endowment to send him into a field where the pecuniary rewards are so inadequate. To this we must reply that it is unfair to the country not to direct the better minds into this very realm of endeavor. If we simply allow the mediocre person to drift into teaching, affairs can only go from bad to worse. The chief way to make conditions better is not to induce the state to pay more money to inferior and untrained servants, but to convince the public that the instruction it receives is of a high order, given by men and women of real talent, of broad as well as intensive training, and expert in discovering and fostering ability in their pupils. Were we all to recognize this truth, and to act accordingly, conditions would be radically improved within half a generation. The standing of the profession would be higher, and the salaries would be more satisfactory. Such, at all events, has been the history of the improvement of conditions in medicine and law. Meanwhile let no one who has a true call to become a teacher refuse to obey for sordid reasons. How many a choice life within the year has become a willing sacrifice to patriotic duty! How many a young man of inherited wealth and native ability has ungrudgingly given up home and opportunity, and ended his career by death on the field of battle! And are we now to admit that there is no such thing as a living sacrifice to the welfare of the nation? Let us take heed lest our manner of advice to the young imperil the higher life of America for years to come. The eternal warfare with ignorance, unreason and bad taste, has not ceased, has no cessation. As for the individual, what are the few luxuries and conveniences the teacher must forego as compared with the spiritual satisfactions constantly open to the well-educated and effective scholar and teacher? Accordingly

we need have no hesitation about advising the young man of intellectual promise to engage in the affair of education. Only let us make sure that he is the right sort of person, willing to undergo a rigorous preparation in the graduate school, so as to run no risk of failure in mid-career."—Lane Cooper; *School and Society*, May 31, 1919.

UNIVERSITY FINANCE.—The war has accustomed us to such large figures that very few realize the magnitude of the task which our leading universities have undertaken in their "drives" for a proper equipment of teaching and a proper payment of the teacher. Thus the graduates of Harvard, who are assembled in Cambridge for the "Summer School" which is instructing them as to the coming campaign, speak lightly of the \$11,000,000 which they are to raise and confidently of the 36,000 Harvard graduates from whom they are to raise it. But if the summer schooling of these financiers includes arithmetic, they must have discovered that the average gift of all Harvard graduates will have to be \$305. A billion dollars for the war has come to seem a negligible detail; but in the family exchequer a dollar looms larger than ever before. . . .

Yet in all probability the drive will succeed. Its success will be of good augury for other colleges where similar work must be done. Many of the men assembled at Cambridge predict an oversubscription. They should know, if anybody. They know, for one thing, that the class of salaried brain workers to which the college graduate belongs has a record of loyalty and sacrifice that is second to none. They have furnished most of the officers and a large proportion of the men for our army; and those of them who were obliged to stay at home have been no less useful in Liberty Loan drives and in general war work. As a class they have received little praise, or none; and their manifest grievances have been stated rather than insisted upon, and very modestly stated at that. But they, if any class, may be counted on to rise to the call of duty.

That it is a duty there can be no question. The world stands in need of light and leading as never before. The integrity of our free institutions is menaced—at not a few points it is, for the time being, violated. Industrially and socially the future of the world looks darker than most of us like to admit. Only one power can ultimately prevail, the power of knowledge—a clear and vigorous understanding of where we are and whither we are tending. Presi-